

Developing the “PARTHENOS eHumanities and eHeritage Webinar Series”: From webinars to online teaching resources

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Digital research infrastructures have a rising presence in Humanities and Cultural Heritage research. They transform methodology and epistemology and provide new possibilities in all phases of the research life cycle (e.g. developing research questions, planning of research, carrying out research, analysing of data, publishing of results). Digital Humanities and Cultural Heritage researchers and practitioners need to acquire additional theoretical knowledge and skills to make full use of their potentials. To cater to this educational need, the PARTHENOS project (Pooling Activities, Resources and Tools for Heritage e-Research, Optimization and Synergies¹) has a strong focus on training and education activities and has already developed several online modules². This paper focuses on the new “PARTHENOS eHumanities and eHeritage Webinar Series”³. It aims at reflecting about theoretical and practical aspects of the development and implementation of this teaching format and accompanying resources addressing the concept of eHumanities and eHeritage research infrastructures from the perspective of Digital Humanities Pedagogy.

The paper starts off with a discussion of the development of the “PARTHENOS eHumanities and eHeritage Webinar Series”, detailing its general aim, framework, and audience. Starting from the researchers’ perspective, the individual webinars focus on the role of research infrastructures in individual phases of the research life cycle.

The second section discusses lessons learned from the first five webinars held in 2018. Webinars - as online live lectures with interactive elements - are cost and time effective for trainers and participants making them inclusive and very popular, and especially attractive for pan-European endeavours such as PARTHENOS. However, webinars are a specific didactic form and with them come valuable lessons for improvement of the PARTHENOS webinars to exploit their full potential, that in turn can be valuable for other aspiring webinar trainers and organisers. Therefore preliminary results from the user feedback survey as well as from the trainer feedback will be discussed.

The paper concludes with an outlook on the envisaged second run of the webinars currently planned for a PARTHENOS Workshop at the European Summer University in Digital Humanities (ESU 2018, Leipzig), realised as a combination of live webinars with additional hands-on sessions with on site tutors. To counteract the disadvantage in the transient nature

¹ Website: <http://www.parthenos-project.eu/>

² Website: <http://training.parthenos-project.eu/>

³ More details about the PARTHENOS webinar series: <http://training.parthenos-project.eu/sample-page/ehumanities-heritage-webinar-series/>

of webinars (if you missed it, you missed it) it has become common to make webinar recordings available online, in many cases simply by uploading them to social media channels. We will argue that from a didactical perspective this is not the best way to facilitate their uptake and reuse. Special hands-on and immersion materials accompanying the webinars will be developed for the ESU workshop and tested out with the participants. These materials are an intrinsic part of our strategy to enhance the PARTHENOS webinar recordings for reuse by other educators, one of the main objectives of PARTHENOS training. We will frame the discussion within the movement towards Open Educational Resources (OER).